











Standards		Lessons	Teacher Notes
Standards marked with Red Keys are priority standards.			
 5.NBT.1- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left. Learning Targets: I can explain how the value of a digit in a decimal to thousandths relates to the value of the digits around it.	 	<p><i>To address KCAS, the following should be included in instruction:</i></p> <p>Math Investigations:</p> <p>Unit 6:</p> <ul style="list-style-type: none"> 1.1-1.6, 1.9-1.10 1.5A 2.1-2.4 3A.1-3A.9 <p>Ten Minute Math:</p> <ul style="list-style-type: none"> <i>Practicing Place Value</i> <i>Estimation and Number Sense</i> <p>Unit 9:</p> <ul style="list-style-type: none"> Sessions 1.5A-1.6A <p><u>Gap Lessons</u></p> <p>5.NBT.3</p> <ul style="list-style-type: none"> <u>Playing with Place Value</u> <u>Hunt for Decimals</u> <p>5.NBT.7</p> <ul style="list-style-type: none"> <u>Base Ten Decimal Bag-Addition</u> <u>Base Ten Decimal Bag- Subtraction</u> <u>Decimal Addition BINGO</u> <u>Decimal Addition to 500</u> <u>Decimal Race to Zero</u> <u>Magic Square Decimal Addition</u> <u>Total Ten</u> <p>5.MD.1</p> <ul style="list-style-type: none"> <u>Metric Landmarks</u> <u>Metric Relationships</u> <u>Measurement and Time Problems</u> <u>US Customary Units</u> <u>Metric and Customary Common Benchmarks</u> <u>Cups, Pints, Quarts, Gallons</u> <u>Customary Conversions</u> <u>Metric Conversions</u> 	
 5 NBT.2- Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	 		

<p>Learning Targets: I can explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</p>		<p>Vocabulary: multi-digit number, product, powers of 10, decimal point, exponents, compare, decimals, tenths, hundredths, thousandths, base-ten numerals, number names, expanded form, round, concrete models, measurement units, measurement system http://www.amathsdictionaryforkids.com/</p>																											
<p> 5.NBT.3- Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</p> <p>Learning Target I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</p> <p>I can compare two decimals to thousandths based on the digits in each place using >, =, and <.</p>	<p>★ ▶</p>	<table><tr><th colspan="2">Formative Assessment Opportunity</th></tr><tr><td>5.NBT.1</td><td></td></tr><tr><td>5.NBT.2</td><td></td></tr><tr><td>5.NBT.3</td><td></td></tr><tr><td>5.NBT.4</td><td></td></tr><tr><td>5.NBT.7</td><td></td></tr><tr><td>5.MD.1</td><td></td></tr><tr><td colspan="2">Spiral Review</td></tr><tr><td>5.NF.3</td><td></td></tr><tr><td>5.NF.4</td><td></td></tr><tr><td>5.NF.5</td><td></td></tr><tr><td>5.NF.6</td><td></td></tr><tr><td>5.NF.7</td><td></td></tr></table>	Formative Assessment Opportunity		5.NBT.1		5.NBT.2		5.NBT.3		5.NBT.4		5.NBT.7		5.MD.1		Spiral Review		5.NF.3		5.NF.4		5.NF.5		5.NF.6		5.NF.7		
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<p> 5.NBT.4- Use place value understanding to round decimals to any place.</p> <p>Learning Target: I can use place value understanding to round decimals to any place.</p>	<p>★ ▶</p>																												
<p> 5.NBT.7- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Learning Target: I can add, subtract, multiply, and divide decimals</p>	<p>★ ▶</p>																												

<p>to hundredths using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>I can relate the strategies I use to add, subtract, multiply, and divide decimals to hundredths to a written method and explain my reasoning.</p>			
<p> 5.MD.1- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>Learning Target: I can convert among different-sized standard measurement units within the same system and solve multi-step real world problems.</p>	<p>★ ▶</p>		